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ABSTRACT

One goal of this study was to identify specific work-related problems perceived by prekindergarten teachers and to describe such problems with respect to dimensions of frequency and "bothersomeness." A second goal was to identify global areas of problems experienced by prekindergarten teachers and to describe these categories in terms of the specific problems occurring within them. Data were collected in two phases. In the first phase, diary-like accounts of problems were collected over a 10-day period from samples of teachers located nationally and in Wisconsin. These raw descriptions then served as the basis for a 102-problem checklist that, during the second phase, was administered for verification to a second independent group of national and Wisconsin prekindergarten teacher samples. Teachers indicated that 35 problems were bothersome, frequently occurring, or both. Factor analysis of bothersome problems and frequency data for each sample revealed five common problem areas. Three problem areas (supervision of subordinate staff, lack of parent cooperation, and difficult relations with supervisors) appeared to be unique to prekindergarten teachers. (Author/MP)

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Perceived Problems of Prekindergarten Teachers

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Abstract

In order to identify and describe the work-related problems perceived by prekindergarten teachers, diary-like accounts of problems were collected from a national and a Wisconsin sample of prekindergarten teachers. These raw problems served as the basis for a 102 problem checklist which was administered to second, independent national and Wisconsin prekindergarten teacher samples for verification. Teachers indicated that 35 problems were bothersome, frequently occurring, or both. Factor analysis of bothersome and frequency data for each sample revealed five common problem areas. Three problem areas: supervision of subordinate staff, parent cooperation, and relations with supervisor appear to be unique to prekindergarten teachers.

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Perceived Problems of Prekindergarten Teachers

The number and variety of early childhood education programs has expanded dramatically during the past two decades. In response, schools, colleges and departments of education, whose primary mission is the preparation of personnel for the K-12 school system, have established major responsibility for the preparation of prekindergarten teachers (Spodek & Davis, 1982; Warnat, 1980). Prekindergarten refers to early childhood programs serving children from birth until entrance into the public schools, in full- and half-day programs such as nursery schools, preschools, and group child care.

Concern has been expressed by some early childhood educators about the appropriateness of existing teacher preparation curricula for prekindergarten teachers (Verzaro, 1980; Warnat, 1980) and about the ability of schools, colleges and departments of education to adapt to the particular training needs of prekindergarten teachers (Spodek & Davis, 1982). These concerns are apparently based on two related assumptions. First, that there are meaningful differences between the work of teaching in prekindergarten settings and that of K-12 settings. Second, that institutions responsible for prekindergarten teacher preparation are not adequately accounting for these differences in their teacher preparation programs.

The primary purpose of the research reported here was to test the assumption that meaningful differences exist between the work of teaching in prekindergarten settings and that of K-12 school settings. Teacher problems represent one salient aspect of teachers' work. During the past two decades

many researchers have studied the problems of teachers in parochial and public school K-12 grades. Reviews of this literature are contained in Telfer (1981) and Myers (1977/1978). In one important line of teacher problems research, Donald R. Cruickshank and colleagues have undertaken a series of studies of the perceived problems of K-12 teachers and have developed instruments and procedures for the collection and analysis of those problems (Cruickshank, 1981). Summarizing findings from at least seven K-12 teacher problems studies, Cruickshank (1981) writes:

> Across the studies, the problems teachers report are relatively stable. Elementary and secondary teachers, and teachers of the rural disadvantaged-all have problems that are more alike than different. They differ only slightly in their perceptions of the frequency and severity of the problems. (p. 402)

The apparent similarity and stability of K-12 teacher problems provide an excellent medium for comparison with prekindergarten teacher problems. However, research on the perceived problems of prekindergarten teachers is limited in quality and quantity. Wessen (1981), in a study of off-site stress, surveyed 278 disadvantaged (low SES) child care workers using a checklist composed of 100 pictorial items representing all possible forced-choice combinations to 10 common off-site stressors as well as 10 common on-site stressors. While Wessen concluded that respondents were more highly motivated by off-site pressures than by on-site pressures, he reported that factors related to criticism for job errors represent the highest ranked on-site job stressors.

Wolfgang, Mayes and Finkelstein (1977) undertook an assessment of the needs and problems of day care homes, day care center providers, parents using day care services, and welfare certification staff. From 258 gross problem

descriptions submitted by 45 aides, infant, preschool, school age, and adolescent teachers, a checklist containing 105 statements was generated. This teacher problems checklist was used to survey 284 teachers. Since the age level taught by these 284 respondents was not specified, it is not possible to meaningfully relate the findings to a prekindergarten population. In sum, knowledge of the work-related problems perceived by prekindergarten teachers is based primarily on untested impressions, experience and opinion--conventional wisdom--rather than empirical data.

Given the availability of a substantial body of reliable, research based knowledge about K-12 teacher problems, it was decided to examine the assumption that meaningful differences exist between teaching in prekindergarten and K-12 settings; first, by identifying and describing prekindergarten teacher problems, and second, by comparing the work-related problems they report with problems reported by their K-12 colleagues. Congruent with this decision, studies were undertaken to assemble basic data to provide a clearer picture of the problems confronting prekindergarten teachers as they go about their work responsibilities. The present report employs Cruickshank's (1980a) definition of problem as an instance of goal interference. "A problem is an expression of an unmet need or an unfulfilled goal. A problem arises when we want something and cannot have it" (p. 9). Specifically, the research reported here addressed three questions: (a) Which work-related problems occur most frequently for prekindergarten teachers? (b) Which work-related problems are most bothersome? (c) What global problem areas can be inferred from prekindergarten teachers' perceptions of their work-related problems?

Method

The research procedures employed for this study were developed and used in several earlier teacher problem identification studies by Cruickshank (1981) and his colleagues to study teachers' perceptions of their problems in K-12 school settings. The design employed two phases. In the first phase (Johnston, 1982), diary-like descriptions of problem incidents were collected from prekindergarten teachers over a 10 day period. These raw problem descriptions were then synthesized in order to develop a checklist of prekindergarten teacher problems. In the second phase, the checklist, entitled Teacher Problems Checklist--Prekindergarten (TPC-Pk) was administered to a second independent sample of prekindergarten teachers in order to determine the specific problems and groups of problems that were reported to be most bothersome and that occurred most frequently.

Samples

In the first stage of the investigation, 200 programs were selected from a list of all prekindergarten programs licensed by the Wisconsin Department of Health and Social Services. Lacking knowledge of the number of teachers employed in each program, three packets, each containing a cover letter and 10 copies of the My Biggest Problem Today Inventory forms (MBPTI), described later, were sent to each program (see Appendix A). There were 368 problem accounts returned by 57 teachers from this sample.

Similarly, 200 prekindergarten programs were selected from the membership of the National Coalition for Campus Child Care and packets of MBPTI forms were mailed to each program. From this national sample 466 problem accounts were returned by 68 teachers. Teachers in these two groups were asked to

describe their biggest problem each day for a 10 day period using the MBPTI forms. From the 852 diary-like incidents collected in this manner, the TPC-Pk was developed and administered to a second, independent sample of teachers from the national and state populations.

Unfortunately, without knowledge of the number of possible respondents at each program site, the investigator was unable to accurately determine the rate of response in the first phase of data collection. Subsequently, demographic data collected from the second stage sample (see Appendix B) indicated that 26% of the second stage respondents worked in program sites employing three or fewer teachers.

In the second stage of the study, 200 additional prekindergarten programs were selected from each of the two populations described above. Packets containing a cover letter and three copies of the TPC-Pk (see Appendix C) were sent to each of the 400 centers, again lacking knowledge of the number of teachers in each program. A total of 167 usable TPC-Pks were returned by the Wisconsin sample, and 124 were returned by the national sample representing 22 states.

To summarize, the first sampling provided 852 problem descriptions from 125 teachers. The second stage provided responses from 291 teachers. The attrition which occurred during both stages of sampling must be considered in terms of the interpretation and generalization of the findings.

Instrumentation

The first of two instruments used in collecting data for this study was the MPBTI (Cruickshank & Myers, 1976). The MBPTI was used to collect diary-like descriptions of the biggest work-related problem teachers

encountered each day. Teachers in the first phase sample were asked for each of 10 consecutive working days to describe on the MBPTI the critical incident or problem that caused them the most concern or difficulty. An example of a problem reported by one prekindergarten teacher follows.

> Out of approximately 10 children in the room, when cleanup time comes around, there always seem to be two or three children who don't cooperate. On Friday, one boy wouldn't help (and he hasn't been cooperative lately), so he was given a time out. After that he helped; however, that isn't always true for him. Another child didn't help and we just talked to her one-on-one and that was sufficient. That doesn't work with her always either. It seems as though if one child continues to play or starts to pick up and then gets sidetracked and plays, then a few other children do the same. Sometimes it's the same children day after day with this problem and, as can be expected, others have their off days and don't want to cooperate.

The raw problem descriptions such as the above served as the basis for the extraction and generation of brief problem statements used in the construction of the TPC-Pk, the instrument used in the second phase. A jury consisting of the investigator, a director of a campus-based child care center, a head teacher in a campus-based program, and a teacher/director of a private child care center was formed to examine each problem description, eliminate obvious duplications and, by consensus, synthesize the problem descriptions into a list of brief problem statements.

From the 852 problem descriptions reported by teachers in both samples, 102 unique problem statements were generated to construct the TPC-Pk. Teachers in the second sample were asked to consider each problem statement on the TPC-Pk and to rate how frequently each problem occurred for them and how bothersome that problem was for them when it occurred. An example of five specific problems that appeared in the TPC-Pk is provided in Figure 1.

Insert Figure 1 about here

In sum, for each of the 102 problems on the checklist, the 391 teachers in the second sample provided information about both the frequency of problem occurrence and the extent to which problems bothered them when they did occur. From the TPC-Pk, it was possible to determine if a problem was (a) frequent, (b) bothersome, (c) both frequent and bothersome, or (d) neither frequent nor bothersome.

Results

To identify the specific problems that prekindergarten teachers indicated were most bothersome and occurred most frequently, first the TPC-Pk responses were dichotomized. Referring to the TPC-Pk response scale in Figure 1, frequency responses of (1) Never, (2) and (3) Occasionally were considered to be negative responses indicating that the problem did not occur frequently. Responses of (4) and (5) Always were taken as positive responses. Bothersomeness responses were dichotomized in the same fashion. Responses of (1) Not at all, (2) and (3) Somewhat were considered to be negative responses indicating that the problem was not considered bothersome. Responses of (4) and (5) Extremely were taken as positive responses indicating that the problem was considered bothersome. Though this procedure increased the chance of overlooking a marginal problem, the investigator was primarily concerned with identifying those areas which were clearly problematic for the prekindergarten teachers surveyed using the TPC-Pk.

"I HAVE A PROBLEM . . ."

FREQUENTLY						BOTHERSOME				
ALWAYS		OCCASIONALLY		NEVER		EXTREMELY		SOMEWHAT		NOT AT ALL
5	4	3	2	1		5	4	3	2	1
☐	☐	☐	☐	☐	44. GETTING PARENTS TO RESPECT MY PROFESSIONAL KNOWLEDGE, SKILLS OR JUDGMENT	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	45. KEEPING CHILDREN'S ATTENTION DURING GROUP TIME	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	46. PROVIDING EVALUATION AND FEEDBACK TO STAFF	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	47. FINDING APPROPRIATE TEACHING/LEARNING MATERIALS FOR PRESCHOOL AGE CHILDREN	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	48. GETTING PARENT COOPERATION WITH TOILET TRAINING	☐	☐	☐	☐	☐

Second, TPC-Pk data from the Wisconsin and national samples were combined and the proportion of responses associated with each of the 102 specific problems for bothersomeness was tested against the mean proportion of responses ($p = .20$) of all items. Specifically, a binomial test of the null hypotheses was conducted at the .01 level of significance (upper tail) for each of the 102 problems. Specific problems which were reported to occur most frequently were identified in a similar manner though, in this instance, the mean proportion of frequency response over all problem items was $p = .11$. On the basis of these criteria 26 problems were identified as being significantly bothersome and 20 were found to occur with significant frequency. Teachers indicated that 11 of the 102 specific problems were both significantly frequent and significantly bothersome. These 11 problems are indicated in Table 1.

Insert Table 1 about here

To determine what underlying constructs might be inferred from prekindergarten teachers' perceptions of their work-related problems, principal axis factor analysis was employed for analysis of the separate frequency and bothersomeness responses for the Wisconsin and national samples. Squared multiple correlations between a given variable and the rest of the variables in the matrix were used to supply initial estimates of communality. The first principal factor analysis was overfactored for 20 factors to help determine the number of factors that could meaningfully be rotated. Application of Cattell's Scree test (Cattell, 1978), the

discontinuity criteria (Rummel, 1970), and subjective interpretability suggested similar six factor solutions for both frequency and bothersomeness data for each of the two sample groups. Those solutions were accepted for final Varimax rotation to produce a relatively meaningful structure. The factors thus identified are described below in terms of perceived prekindergarten teacher work-related problems.

Factor 1: Problems with supervision and control of subordinate staff.

Factor 2: Problems getting the children to behave as the teacher wants them to behave.

Factor 3: Problems in relations with teacher's administrators or supervisor.

Factor 4: Problems helping children overcome their problems and improving life for children at home and in the program.

Factor 5: Problems enlisting parental cooperation with respect to institutional policies and procedures, and enlisting their support in appropriately fostering their children's development.

Factor 6: Problems with the management of time.

Factor 7: Problems promoting the overall development of children and staff in the most professional, functional and competent manner.

Factors 1 through 5 were common factors for both frequency and bothersomeness data for the Wisconsin and the national samples. Factor 6 emerged from both frequency and bothersomeness data only for the national sample. Factor 7 emerged from both frequency and bothersomeness data only for the Wisconsin sample.

Since five of the six frequency and bothersomeness factors were the same for both samples and, in order to increase the descriptive power of the factor definitions, the data from the Wisconsin sample and the national sample were

combined and then subjected to the same factor analysis procedures described above. Table 2 provides the names and general descriptions given to the six factor solutions which emerged. Note that Factor 6(B), Management of Time, did not emerge as a factor in the frequency data solution. Conversely, Factor 5(F), Management of Routines, did not emerge as a factor in the bothersomeness data solution.

Insert Table 2 about here

Table 2 also illustrates that the remaining five factors were identical for frequency and bothersomeness data solutions. The specific problems which loaded on each factor varied only slightly between identically labeled frequency and bothersomeness factors. Tables 3-8 illustrate the specific problems which achieved a .400 or higher factor loading on each of the six bothersomeness factors. Similar item compositions characterize each of the five identically labeled frequency factors (see Appendix D).

Insert Tables 3-8 about here

In order to identify the problem areas which were relatively more important for prekindergarten teachers, the results of the analysis of specific problems were combined with the results of the factor analyses. Examination indicated that for bothersomeness factors, Factor 2B, Control and Nurturance of Children, and Factor 3B, Remediation, contained 6 and 5 significantly bothersome specific problems respectively. Examination of

frequency factors revealed that Factor 4F, Remediation, contained four specific problems teachers reported as occurring with significant frequency.

Discussion

One goal of the research reported here was to identify specific work-related problems perceived by prekindergarten teachers and to describe them with respect to dimensions of frequency and bothersomeness (Table 1). A second goal was to identify global areas of prekindergarten teacher problems (Table 2) and to describe them in terms of the specific problems comprising each broad area (Tables 3-8). Accomplishing these two goals was considered prerequisite to comparing the perceived problems of prekindergarten teachers with the perceived problems of K-12 teachers, in order to test the assumption that meaningful differences exist between the work of teaching in prekindergarten and K-12 settings.

Relations with Supervisor

Prekindergarten teachers want to be treated fairly and with professional respect by their supervisors. They expect guidance with respect to program and job expectations. They want feedback from their supervisor about their job performance. They expect to be included in decision-making which affects their program area.

Like their K-12 counterparts, prekindergarten teachers are concerned with establishing and maintaining cooperative and supportive relations with their immediate supervisor. However, prekindergarten teacher problems are different in that they reflect the need for more adequate description of job responsibilities, expectations and feedback about job performance. Such needs

are understandable if one accepts the assumption that prekindergarten settings are poorly organized and loosely structured with respect to teachers' job descriptions, work responsibilities and job evaluation.

It is generally accepted that in prekindergarten work settings job descriptions may be vague or absent altogether; that actual work responsibilities may be extensive; and, that program guidelines may be vague or absent. Similarly, in prekindergarten work settings, personnel policies governing probationary requirements, performance evaluation, grievance procedures and disciplinary process are often poorly defined or nonexistant. In contrast, work conditions of this sort are not characteristic of K-12 school settings and may explain why such problems are infrequently reported or are of little concern to K-12 teachers.

Remediation

This factor is defined by teachers' general goal of improving the quality of children's lives by improving conditions in and out of school (Cruickshank, Kennedy & Myers, 1974). Prekindergarten teachers want to improve life for atypical or special children at home and in school. They are concerned that parents of children with special educational needs may not recognize or adequately attend to these needs. Prekindergarten teachers want to protect young children from abusive, neglectful or negative home environments. They are broadly concerned with helping parents be more effective in meeting their children's needs. Teachers are also concerned about their own ability to meet the individual child's needs in the group setting.

The relative importance of remediation problems for prekindergarten teachers is indicated by Table 5: five of the ten problems which define the

factor are significantly bothersome for either the Wisconsin or national sample, or both. The relative importance of remediation problems for prekindergarten teachers may be explained by the developmental requirements incumbant upon teachers of young children. K-12 teachers are primarily concerned with developing the cognitive or academic abilities of their pupils. In addition to cognitive development, prekindergarten teachers are faced with more developmentally immediate concerns for physical and socio-emotional development. Moreover, the relationships among the family unit, the developing young child and the prekindergarten teacher are more central to prekindergarten teachers' work and demands than to K-12 teachers' work. As discussed later, the nature of prekindergarten teacher relations with parents are more frequent and qualitatively different than for K-12 teachers.

Control and Nurturance of Children

Prekindergarten teachers want to get children to do what they are told to do: follow routines and rules, pay attention in group, participate in group activities, clean up when they are asked, and share or take turns. They want to understand and know how to respond positively to the frequently aggressive behavior of young children. They also want to help children solve their problems and adjust to and developmentally prospect in the program.

Like all teachers, prekindergarten teachers have a need for the children they are teaching to behave appropriately. They report problems getting children to behave as the teacher wants them to behave. Prekindergarten teachers describe control problems in terms of the developmental level of their children and in relation to the usual operation and organization of the work setting.

Prekindergarten teachers report problems related to nurturance, these problems reflect the goal of helping children who have problems (Cruickshank, Kennedy & Myers, 1974). Prekindergarten teachers' concerns for nurturance appear to be related to their need to have children do what they are told to do. Unlike remediation problems, concerns associated with nurturance involve solving children's problems at the program site. The relationship between nurturance problems and control problems is not clear. It appears that the teacher's goal of helping children solve their problems, while beneficial to the child, also reflects teacher behavior which Suransky (1982) has described as oriented toward obtaining increased conformity and obedience from the child.

Subordinate Staff Relations

Prekindergarten teachers want their staff to become more independent, self-initiating and appropriate in their interactions with children. They want to foster effective communication and positive relations among staff. They want to be more effective in recruiting, training, directing, evaluating and providing feedback to their staff. The Subordinate Staff Relations factor emerged first from both frequency and bothersomeness data, and appears to have no direct counterpart with problems perceived by K-12 teachers.

One reason why this cluster of problems is unique to prekindergarten teachers is that the usual staffing pattern in K-12 settings is to assign only one teacher to each group of pupils. Such is not the case in prekindergarten settings. Attention to the physical, social, emotional and cognitive developmental needs of young children is labor intensive. For example, the accepted staff-child ratio for children birth to 30 months varies from between

1:2 to 1:5. Thus, a teacher responsible for developmental care of 12 infants or toddlers would also be responsible for at least 2-5 subordinate staff. Even with four and five year olds, it is not uncommon to have one or more assistant teachers, particularly in full-day child care programs.

Therefore, while K-12 teachers normally work in isolation from other adults and are responsible for only the learning and management of a group of pupils; prekindergarten teachers typically are responsible for a wide range of subordinate staff responsibilities and, at the same time, are responsible for the care and development of a group of young children.

Parent Cooperation

Prekindergarten teachers want parents to follow program routines and center policies and procedures, such as not bringing a sick child to the center; or dropping off and picking up their children on time. Prekindergarten teachers want parent cooperation with toilet training efforts, and are specifically concerned about dealing with parents who, in order to meet enrollment requirements, say their child is toilet trained when the child is not. Prekindergarten teachers want parents to follow procedures and policies with respect to enrollment, fee payment, attendance, and providing required information for files.

This type of problem with parents appears to be unique to prekindergarten teachers. This is understandable since, for example, K-12 teachers generally are not involved in helping pupils become toilet trained. When a pupil becomes sick in class, the teacher merely sends the pupil to the office or to school nurse. The secretary or nurse takes care of the pupil in the office or infirmary and contacts the parents. It is not, however, a responsibility or a

matter of immediate concern for the classroom teacher. Similarly, enrollment, attendance and pupil files are controlled by state, local and building policies and procedures. Enforcement of these procedures is the province of various state and local officials, school administrators and secretarial staff, not the classroom teacher. In the public schools, pupils do not pay tuition, thus collecting tuition is not a matter of concern for K-12 teachers.

In contrast, these matters may be problematic for prekindergarten teachers who may be responsible for children during the time they are learning bladder and bowel control. If, as is often the case, prekindergarten teachers work in centers with little or no secretarial staff, or if teachers have regular administrative responsibilities, then getting parents to follow various policies and procedures can be a problem. Likewise, obtaining parental cooperation may be considerably more difficult if policies or procedures are nonexistent, poorly developed, poorly disseminated or, if they pertain to matters not covered by state or local statutory regulations.

The magnitude of these concerns may be exacerbated by the quantity of contacts between prekindergarten teachers and parents. In K-12 classes, under ideal circumstances, teachers may see parents once each grading period, at most about six times each year. In reality, however, unless problem behavior necessitates parent-teacher conferences, most K-12 teachers may only see a pupil's parents two or three times during the school year, if at all. Prekindergarten teachers usually have face-to-face interactions with a child's parents twice each day, for every day the child attends. This means, for example, that the teacher of a child in full-time attendance for 35 weeks would have 350 face-to-face interactions with that child's parents.

Comparison of Prekindergarten and K-12 Teacher Problems

Based on a 15 year series of teacher problem studies undertaken in a variety of K-12 settings, Cruickshank (1980b) reports that teacher problems can be grouped and defined in terms of five relatively stable areas:

1. Affiliation. The need to establish and maintain good relationships with others in the school, both pupils and staff.

2. Control. The need to have pupils behave appropriately.

3. Parent relationships and home conditions. The need to relate and work well with adults outside the school who are important in the lives of children and the need to understand home conditions.

4. Student success. The need to have student be successful academically and socially.

5. Time. The need to be effective managers of our personal and professional lives. (pp. 31-32)

Recall that Cruickshank (1981) reported that across earlier studies teacher concerns were stable and similar, differing only slightly with respect to how frequent or bothersome the problems were perceived to be. With reference to Table 2, note that the first five global areas of prekindergarten teacher problems were identified for each of two different samples, and that these same five areas emerged for both frequency and bothersomeness data from each sample. This suggests that like K-12 teacher problems, prekindergarten teacher problems appear to be relatively stable and similar.

Further comparison of prekindergarten and K-12 teacher problems suggests three areas of difference. Specifically, prekindergarten teachers experience important unmet needs with respect to supervision of subordinate staff; relations with parents regarding compliance with program policies and procedures; and relations with their supervisors. There is no evidence that K-12 teachers experience problems supervising subordinate staff. This problem

area appears to be unique to the work of teaching in prekindergarten settings. Though K-12 teachers do report problems around parent relationships, the nature of prekindergarten teachers' problems with parents appear to differ substantially from those of their K-12 counterparts. It appears likely this difference may be the result of fundamental organizational differences between prekindergarten and K-12 settings. Finally, K-12 teachers report some problems establishing and maintaining good relationships with their supervisors, although prekindergarten teacher problems around relations with their supervisors are quite different and more numerous. Again, the nature of the prekindergarten work setting appears to be a primary reason for the difference.

Prekindergarten and K-12 teacher problems appear to be similar with respect to the teacher's need to have children behave appropriately. Likewise, both prekindergarten and K-12 teachers want their charges to be successful in the school program, and want to help children lead happy, healthy lives outside of school. Both groups of teachers want to be effective in their personal and professional relationships with children, parents and other staff.

Implications

Consideration of the results of this study and their application to further research and the practice of early childhood teacher education suggests three observations.

First, the three areas of difference between the perceived problems of prekindergarten teachers and K-12 teachers warrant further study. The specific problems identified as frequent and bothersome, and to a lesser

extent the global problem areas are supported by untested conventional wisdom. While the definition of global problem areas unique to prekindergarten teachers was consistent across both samples, more study of these three areas is necessary, particularly since this investigation represents a pioneering examination of the perceived problems of prekindergarten teachers.

Second, the results of this investigation illuminate the need for careful description of prekindergarten teachers' work and work settings in order to reveal meaningful variables which would allow subsequent exploration of the relationship between those variables and teachers' perceived problems. In contrast to the K-12 public schools, basic descriptive and demographic data about prekindergarten teachers and work settings is almost nonexistent.

Third, the results of this study can be used to examine the assertion that institutions responsible for the preparation of prekindergarten teachers are not adequately accounting for teacher needs with respect to supervision of subordinate staff, parent cooperation and relations with supervisor. Moreover, results of the study of the perceived problems of prekindergarten teachers can be used to develop teacher education materials and give direction to teacher education curriculum development.

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Table 1

Eleven Problem Statements Indicated as Being Both Significantly Frequent and Significantly Bothersome

Item	Problem statement
21	Getting parents to keep their children home when they are sick.
32	Spending personal time doing necessary classroom or administrative tasks.
36	Understanding the public attitude that day care or pre-schools are just babysitting.
39	Finding time away from children for planning and preparation.
42	Getting children to use words and not hit others when they get angry.
52	Finding effective substitute staff.
59	Being able to stay home even though I am sick.
60	Keeping one child's problem behavior from affecting other children.
62	Meeting an individual child's needs without neglecting the group.
71	Getting parents to come to scheduled events or conferences.
81	Finding time for cleaning and other non-teaching tasks.

Table 2

Names and Descriptions of Frequency and Bothersomeness Factors From Combined Wisconsin and National Samples

Factor	Name	Description
1(B) 1(F)	Subordinate Staff Relations	Teachers want their staff to become more self-initiating and appropriate in their interactions with children. They want to foster positive relations among staff. They want to be more effective in recruiting, training, directing, evaluating and providing feedback to staff.
2(B) 3(F)	Control and Nurturance of Children	Teachers want to get children to do what they are told to do: follow routines and rules, pay attention in group, participate in group, clean up, share or take turns. They want to understand and know how to respond positively to young children's frequent aggressive behavior. They want to help children solve their problems, adjust to and developmentally prospect in the program.
3(B) 4(F)	Remediation	Teachers want to improve life for special or atypical children at home. They want to protect children from negative home environments. They want to get parents to deal appropriately with their children. Teachers want to meet the individual child's needs.
4(B) 6(F)	Relations with Supervisor	Teachers want to be treated fairly, with professional respect by their supervisors. They expect guidance and feedback in their work; and want to be included in decisions affecting their own room.
5(B) 2(F)	Parent Cooperation	Teachers want to get parents to follow program routines and center procedures: not bringing a sick child to the center, supplying information for files, dropping off and picking children up on time, notifying if the child will not be present as scheduled.
6(B)	Management of Time	Teachers want to find time away from children for planning; to find time for cleaning and other nonteaching tasks; to be able to manage their time so they do not spend personal time doing necessary classroom or administrative tasks.

5(F)	Management of Routines	Teachers want to be able to enlist the support of parents, and to direct staff to effectively manage the many routines of a pre-kindergarten program: toileting, toilet training, rest or nap time, and mealtimes.

Note. (B) indicates the factor number for bothersome data.
(F) indicates the factor number for frequency data.

Table 3
Factor 1 (Bothersomeness) Subordinate Staff Relations

Item	Problem Statement	Factor Loading
100	Getting staff to understand and deal appropriately with young children's behavior.	.725
88	Getting staff to recognize and act on children's needs.	.701
67	Getting staff to work in a cooperative fashion.	.672
19	Getting staff to follow through on assigned responsibilities.	.669
66	Getting staff to model appropriate behavior for children.	.664
80	Finding time to adequately supervise staff.	.632
11	Orienting new staff to all aspects of their program and their job.	.624
87	Getting staff to be aware of potentially unsafe situations in the room and on the playground.	.591
31	Keeping staff socializing from interfering with their work responsibilities.	.577
78	Finding and keeping qualified staff.	.550
29	Providing adequate staff to meet all program needs.	.539
90	Getting staff to be on time for their shifts.	.532
52*	Finding effective substitute staff.	.467
35	Meeting required child-staff ratios at all times during the day.	.440
24	Supervising volunteers of student teachers while responsible for children.	.420
34	Working in place of staff who are absent.	.417

Note. *Indicates significantly bothersome problems.

Table 4
Factor 2 (Bothersomeness) Control and Nurturance of Children

Item	Problem statement	Factor Loading
37	Getting children to learn and follow room rules and routines	.713
45*	Keeping children's attention during group time.	.689
77	Getting all children to participate in group activities.	.658
23	Getting children to clean up.	.632
2	Getting children to do what I ask them to do.	.593
13*	Knowing how to handle children's aggressive behavior.	.592
42*	Getting children to use words and not hit others when they are angry.	.557
95	Making transitions between activities go smoothly.	.546
8	Getting children to share or take turns.	.546
86	Involving the passive child in activities.	.514
83	Helping children to deal with their fears and fantasies.	.497
60*	Keeping one child's behavior from affecting other children.	.475
101	Helping new children adjust to the program.	.474
89	Helping children become less dependent upon adults.	.431
53*	Feeling positive toward a child who frequently misbehaves.	.429
94	Knowing if planned activities are appropriate for children in my room.	.429
3*	Controlling the noise or energy level in the room.	.421

12	Maintaining friendly and respectful relations among children.	.405
96	Meeting the needs of all children in a multi-age group.	.403

Note. *Indicates significantly bothersome problems.

Table 5
Factor 2 (Bothersomeness) Remediation

Item	Problem statement	Factor Loading
68	Helping parents of special or atypical children recognize and adjust to their child's needs.	.597
74*	Knowing how to counteract a child's negative home environment.	.580
30*	Knowing how to help the special or atypical child.	.541
97	Giving adequate attention to the special or atypical child without neglecting other children.	.539
10	Getting parent cooperation in solving their children's preschool/center-related problems.	.454
62*	Meeting an individual child's needs without neglecting the group.	.452
65*	Helping parents understand and deal appropriately with their child's behavior.	.441
79*	Knowing if parents are abusing or neglecting their children.	.439
17	Promoting effective mutual communication between home and center/preschool.	.420
85	Getting parents to accept that our program is a good one.	.402

Note. *Indicates significantly bothersome problems.

Table 6
Factor 4 (Bothersomeness) Relations with Supervisor

Item	Problem statement	Factor Loading
55	Getting my supervisor to respect my professional judgment.	.774
72	Getting my supervisor to give me feedback about my job performance.	.725
50	Working with an ineffective supervisor.	.699
91	Dealing with unfair criticism from my supervisor.	.698
73	Getting my supervisor to include me in the decision-making process for my classroom..	.683
20	Getting my supervisor to give me program guidelines or job expectations.	.637

Table 7
Factor 8 (Bothersomeness) Parent Cooperation

Item	Problem statement	Factor Loading
28	Dealing with parents who say their child is toilet trained when he/she is not.	.566
48	Getting parent cooperation with toilet training.	.478
21*	Getting parents to keep their children at home when they are sick.	.469
43	Getting parents to follow policies on enrollments or fee payments.	.407

Note. *Indicates significantly bothersome problems.

Table 8
Factor 6 (Bothersomeness) Management of Time

Item	Problem statement	Factor Loading
32*	Spending personal time doing necessary classroom or administrative tasks.	.566
33	Contending with interruptions while I am working.	.510
81*	Finding time for cleaning and other nonteaching tasks.	.496
39*	Finding time away from children for preparation and planning.	.448

Note. *Indicates significantly bothersome problems.

Appendix A

MBPTI Form and Accompanying Cover Letter

THE UNIVERSITY OF WISCONSIN—MILWAUKEE/ P.O. Box 413, Milwaukee, Wisconsin 53201

SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

AREA CODE 414

Dear Child Care Professional,

We are asking your help in the first large-scale effort to identify and describe the specific day-to-day problems faced by people who work in child care and pre-kindergarten centers.

Some of the professionals who work with young children feel that teacher training programs might be giving too much attention to public school kindergartens, and not enough attention to child care and pre-kindergarten centers. Others think the emphasis is just right. Some individuals think there are important differences between working in a public school kindergarten and working in a child care or pre-kindergarten center. Others agree that there are some differences but are not sure how they affect workers, if at all. Some individuals feel that there are differences between the kinds of problems experienced by public school workers and the kinds of problems met by those who work in child care or pre-kindergarten centers. Others feel that the work problems in both settings are basically the same.

Unfortunately, at this point, we simply don't know who is right. While a great deal is known about the problems of public school workers, we know very little about the specific problems of workers in child care and pre-kindergarten centers. Therefore, we are asking your help in what we believe will be an important study for those who work in child care and pre-kindergarten centers. We will be glad to share a summary of what we find with any of you who participate in this study.

We have sent a packet of materials in care of the Director of each center. Each set contains the following: (1) this cover letter, (2) ten copies of a form called the "My Biggest Problem Today Inventory" (the MBPTI), and (3) a postage-paid return envelope. Would you please complete the enclosed forms and return them at the end of two weeks.

TO THE DIRECTOR:

(1) Please keep one set of materials for yourself. (2) Choose two head teachers and give each of them a set of materials (By a head teacher we mean the teacher who has the main responsibility for a given group of children.) (3) Choose one assistant teacher or aide and give that person the last set of materials. (By assistant teacher or aide we mean a worker who works with children but does not have the main responsibility for the whole group.)

Continued

TO THE DIRECTOR, THE HEAD TEACHERS, & THE ASSISTANT TEACHER:

All of your instructions are the same. For each of ten consecutive days we are asking you to record the personal or professional work-related incident which caused you the most concern. From our own experience as child care professionals we know you have much to do each day, but it is very important that each incident be written down and described in as much detail as possible. Please use one MBPTI form for each of the ten days.

It is important that you try to complete one MBPTI form each day, since the exact details may be forgotten even a day later. At the end of the ten day period, place the ten completed MBPTI forms (or however many you have completed) in the postage paid return envelope and mail them back to us. It is critical to the success of this study that as many MBPTI forms as possible be returned. As you look at the MBPTI forms you will see that they are not hard to complete, just follow the instructions on the form.

The completed MBPTI forms you return will be used by a group of center directors, teachers, and teacher trainers to construct a problems checklist. This problems checklist will be sent to a second group of professionals at national and statewide levels. The checklist will allow a large number of professionals to easily respond to how frequent and bothersome each of the problems are to them.

Please, do not identify yourself or the center where you work. We have made no attempt to identify individual teachers, directors or centers. You may be assured that what you write will not be seen by anyone outside of the project.

We thank you for your help.

John M. Johnston
Assistant Professor
Early Childhood Teacher Education

Pamela J. Boulton
Director
UWM Day Care Center

MY BIGGEST PROBLEM TODAY INVENTORY

1. I WORK IN A CHILD CARE OR PREKINDERGARTEN CENTER LICENSED FOR:

   _____ FEWER THAN EIGHT CHILDREN

   _____ MORE THAN EIGHT CHILDREN

2. MY JOB IS BEST DESCRIBED AS:

   _____ A DIRECTOR WITH NO REGULAR TEACHING RESPONSIBILITIES

   _____ A DIRECTOR WITH SOME REGULAR TEACHING RESPONSIBILITIES

   _____ A LEAD OR HEAD TEACHER

   _____ AN ASSISTANT TEACHER OR AN AIDE

THE PERSONAL OR PROFESSIONAL WORK-RELATED CONCERN WHICH CAUSED ME THE GREATEST CONCERN TODAY HAPPENED AS FOLLOWS: (PLEASE, DESCRIBE THE EVENT IN AS MUCH DETAIL AS POSSIBLE. USE THE BACK OF THIS PAGE IF YOU NEED TO. THE MORE DETAIL THE BETTER.)

PLEASE CIRCLE THE BEST CHOICE FOR EACH OF THE TWO STATEMENTS BELOW:

1. TO ME THIS IS A FREQUENT PROBLEM . . .

5	4	3	2	1
ALWAYS		OCCASIONALLY		NEVER

2. TO ME THIS IS A BOTHERSOME PROBLEM . . .

5	4	3	2	1
EXTREMELY		SOMETIMES		NOT AT ALL

Appendix B

Demographic Characteristics of Second Stage Sample

In order to describe prekindergarten personnel who participated in this study, and with an eye toward later examination of relations among teacher and work-setting characteristics and the various problems reported, each person completing the TPC-Pk was asked to provide certain background information. The 291 study participants who completed the Teacher Problems Checklist were asked to answer questions about themselves, their training, their work experience, and their work setting. TPC-Pks were received from prekindergarten personnel in Wisconsin (58 percent) and from 22 other states (42 percent) representing all geographic regions of the country. When asked to check the statement that best described the location of the center/preschool where they worked, 34 percent indicated a large city; 23 percent marked suburb; and 43 percent reported that they worked in a small town or rural area.

In response to the questions about themselves, as expected, most personnel were female (97 percent). To allow for a later test of the frequently heard claim that prekindergarten teachers without children of their own have more problems, study participants were asked if they had children. In response, 46 percent indicated they had children of their own, 54 percent indicated they did not. Table 9 indicates the age of the prekindergarten personnel who returned the checklists.

Insert Table 9 about here

To provide background information about the training of the study participants, they were asked to give the highest level of education or

training they had completed. They were then asked to rate how well they thought their training or education had prepared them for their current job responsibilities. Table 10 indicates the highest level of education completed. Note that 10 percent of those personnel having B.A. or B.S. degrees reported that those degrees were in areas not related to education or child care. Note also that the third category in Table 10 includes associate degree graduates in child care and non-child care related areas, individuals holding child care diplomas, and teachers in Wisconsin who had completed state-approved 40 and 80 clock hour training courses in child development and child care programs. A total of 81 percent of respondents reported having some kind of training related to the education or care of children.

Insert Table 10 about here

When asked to rate how well their training had prepared them for their current job responsibilities, 91 percent of all respondents indicated that their training was either excellent (32 percent) or adequate (59 percent). Only a total of 9 percent reported a negative rating with 8 percent indicating that their training was barely adequate, and only 1 percent indicating that their training was totally inadequate preparation for their current job.

Study participants were asked a series of questions about their work and work experience. When asked to describe their present position, 19 percent indicated they were an assistant teacher or an aide working with children in a room where another teacher was in charge. There were 80 percent who described their job as that of a head or lead teacher in charge of a room of children

and some other staff. There were 10 percent that said they were administrators with some regular responsibilities for teaching children. Only 7 individuals (2 percent) who returned checklists reported that they were administrators with no regular responsibilities for teaching children. In all, 87 percent of the sample reported that teaching was their primary responsibility; with an additional 10 percent having secondary, but regular responsibilities for teaching.

When asked the number of hours worked per week, 71 percent reported working between 21 and 40 hours each week, with 55 percent of the total sample working between 35-40 hours. Only 27 percent reported working 20 hours per week or less. Table 11 indicates how long personnel had worked at their present position and how long they had worked in prekindergarten or child care jobs altogether.

Insert Table 11 about here

Personnel completing the problems checklist were asked to provide background information about their individual work setting and about the preschool or center where they were employed. Table 12 indicates the number of children in the room where each respondent worked. Note that 25 percent of the total sample reported having between 18-20 children in their room.

Insert Table 12 about here

Table 13 indicates the approximate licensed capacity of the center where each respondent worked, and the number of support and teaching staff which were employed at the center.

Insert Table 13 about here

Personnel completing problems checklists were asked to report if their center was a profit or a non-profit facility; whether or not the center received any funding other than fees paid by parents; and whether the center was operated independently or operated as a part of another agency or institution. Table 14 indicates the profit, funding and affiliation status of the centers where respondents were employed.

Insert Table 14 about here

To determine the predominant enrollment patterns used by centers where the study participants worked, respondents were asked to mark all applicable categories in which their center enrolled children. The predominant patterns are indicated in Table 15.

Insert Table 15 about here

Note that 68 percent of the centers operate on a full-day basis, though they may enroll children in any of a number of pattersn. Just 21 percent of the study participates worked in centers which only enrolled children for half-days or some variation thereof.

Table 9

Age of Respondents

Age	17-25	26-30	31-35	36-40	40
Percentage	34	23	18	10	15

Table 10

Highest Level of Education/Training Completed

Educational Level	Advanced Degree	B.A./B.S.		A.A./C.D.A. 40/80 Hrs.	Some College
Percentage	9	51	33	5	

Table 11

Length of Current and All Prekindergarten Employment

Years at Current Job	1	1-2	3-5	6-9	10 or more
Percentage	35	15	28	17	5
Years in All Child Care Jobs	1	1-2	3-5	6-9	10 or more
Percentage	15	9	34	24	17

Table 12

Number of Children in Respondents' Room

Number of Children	12	13-20	21-30	31 or more
Percentage	26	46	24	4

Table 13

Approximate Licensed Capacity and Total Staff Employed at Center

Number of Children	20	21-40	41-60	61-80	81-100	100
Percentage	22	34	22	12	6	4

Number of Staff	1-3	4-6	7-10	11-20	21 or more
Percentage	26	27	22	20	5

Table 14

Profit, Funding and Affiliation Status of Centers

Not for Profit	85 percent
For Profit	15 percent
Receive Funds Other Than From Tuition	63 percent
Tuition Represents Total Income	37 percent
Operated Independently	41 percent
Affiliated with Other Agency or Institution	59 percent

Table 15

Predominant Enrollment Patterns of Centers

Enrollment Pattern	Full, half, part	Full, half part, drop-in	Full, Half	Half only	Part time only
Percentage	28	24	9	19	10

Appendix C

TPC-Pk and Accompanying Cover Letter

THE UNIVERSITY OF WISCONSIN—MILWAUKEE/ P.O. Box 413, Milwaukee, Wisconsin 53201

SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

AREA CODE 414

Dear Early Childhood Professional,

Human service professionals encounter work-related problems as they perform their various job responsibilities. Teachers are certainly no exception. Much is know about the problems faced by teachers in elementary, junior high and senior high school teachers. Almost nothing is known about the work related problems of pre-kindergarten and child care teachers. We are asking your help in the second part of a large-scale effort to identify and describe the specific day-to-day problems faced by people who work in child care and pre-kindergarten centers.

In the first part of our study, over 1,200 descriptions of work-related problems were sent to us by pre-kindergarten and child care administrators, teachers and aides in your state and across the nation. These problem descriptions have been synthesized into problem statements on two problem checklists: one for administrators, and one for teachers and aides. We are now asking your help in completing and returning these checklists to us. We will be glad to share a summary of what we find with you who participate in this study.

We have sent a packet of materials in care of the administrator of each center. Each packet contains (1) one Administrator Problems Checklist and a postage-paid return envelope, and (2) three Teacher Problems Checklists and three postage-paid return envelopes. Would you please complete the checklist and return it. You may wish to complete the Checklist in one sitting, or you may wish to do parts of it as you have a few minutes. Each Checklist has instructions and a sample item printed on the front.

TO THE ADMINISTRATOR:

(1) Please keep the Administrator Problems Checklist for yourself. (2) Choose two head teachers and give each of them a Teacher Problems Checklist (By head teacher we mean the teacher who has primary responsibility for a given group of children). (3) Choose one assistant teacher or aide and give that person the last Teacher Problems Checklist (By assistant teacher or aide we mean a person who works with children in a group where another teacher is in charge).

Please do not identify yourself or the center where you work. We have made no attempt to identify individual teachers, administrators or centers. You may be assured that your responses will not be seen by anyone outside of this project.

We thank you for your help.

John M. Johnston
Assistant Professor
Early Childhood Teacher Education

Pamla J. Boulton
Director
UWM Day Care Center

TEACHER PROBLEMS CHECKLIST: PREKINDERGARTEN FORM (TPC-PK)

JOHN M. JOHNSTON
PAMLA J. BOULTON
UNIVERSITY OF WISCONSIN-MILWAUKEE

A PROBLEM ARISES WHEN WE HAVE A GOAL AND CANNOT ACHIEVE IT. PROBLEMS FOR PREKINDERGARTEN AND CHILD CARE TEACHERS OFTEN RESULT FROM THE SPECIAL WORK THEY DO AND FROM THE SETTINGS IN WHICH THEY WORK. IT IS IMPORTANT FOR TEACHERS, ADMINISTRATORS, TEACHER ORGANIZATIONS AND TEACHER EDUCATORS TO KNOW WHAT PROBLEMS YOU FACE SO THAT SPECIFIC EFFORTS CAN BE MADE TO REDUCE OR ELIMINATE THEM. YOUR HELP IN IDENTIFYING THE PROBLEMS YOU FACE IS A CRUCIALLY IMPORTANT PART OF THIS PROCESS.

DIRECTIONS

THE PROBLEMS ON THE CHECKLIST HAVE BEEN REPORTED BY PREKINDERGARTEN AND CHILD CARE PROFESSIONALS IN YOUR STATE AND ACROSS THE COUNTRY. THEY MAY REFLECT PROBLEMS YOU ENCOUNTER. IN ORDER TO FIND OUT, RESPOND TO EACH STATEMENT IN TWO WAYS.

EXAMPLE: LOOK AT THE SAMPLE PROBLEM STATEMENT BELOW AND HOW ONE TEACHER RESPONDED TO IT. AS YOU READ THIS PROBLEM STATEMENT (AND ALL OTHERS IN THIS CHECKLIST) BEGIN THE STATEMENT WITH THE WORDS,

"I HAVE A PROBLEM . . ."

FREQUENTLY						BOTHERSOME				
ALWAYS		OCCASIONALLY		NEVER		EXTREMELY		SOMEWHAT		NOT AT ALL
[X]	[ ]	[ ]	[ ]	[ ]	1. . . . GETTING CHILDREN TO CLEAN UP	[ ]	[ ]	[X]	[ ]	[ ]
5	4	3	2	1		5	4	3	2	1

THE SAMPLE PROBLEM SHOWS THAT THE TEACHER FELT THAT "GETTING CHILDREN TO CLEAN UP" IS ALWAYS A PROBLEM BUT THAT WHEN IT HAPPENS IT IS ONLY SOMEWHAT BOTHERSOME.

YOU CAN SEE THERE ARE FIVE CHOICES RELATED TO THE FREQUENCY OF OCCURRENCE OF THE PROBLEM AND FIVE CHOICES RELATED TO THE EXTENT OF ITS BOTHERSOMENESS, THEREFORE MANY COMBINATIONS ARE POSSIBLE. REMEMBER TO PLACE A CHECK MARK IN ONE OF THE FREQUENT COLUMNS AND IN ONE OF THE BOTHERSOME COLUMNS FOR EACH PROBLEM.

PLEASE DO NOT LEAVE ANY ITEMS BLANK. IF YOU FEEL A STATEMENT DOES NOT APPLY TO YOU OR YOUR SITUATION THEN IT IS NOT A PROBLEM FOR YOU AND SHOULD BE CHECKED "NEVER" OR "NOT AT ALL."

" I HAVE A PROBLEM . . ."

FREQUENTLY						BOTHERSOME				
ALWAYS		OCCASIONALLY		NEVER		EXTREMELY		SOMEWHAT		NOT AT ALL
5	4	3	2	1		5	4	3	2	1
☐	☐	☐	☐	☐	1. HELPING CHILDREN WHO ATTEND ONE DAY A WEEK OR LESS ADJUST TO THE PROGRAM	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	2. GETTING CHILDREN TO DO WHAT I ASK THEM TO DO.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	3. CONTROLLING THE NOISE OR ENERGY LEVEL IN THE ROOM.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	4. UNDERSTANDING THE REASON FOR CHILDREN'S PROBLEM BEHAVIOR.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	5. MAINTAINING ENTHUSIASM FOR MY JOB	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	6. GETTING PARENTS TO SUPPLY ACCURATE, UP-TO-DATE INFORMATION FOR OUR FILES	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	7. INTEGRATING VOLUNTEERS OR STUDENT TEACHERS INTO THE PROGRAM.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	8. GETTING CHILDREN TO SHARE OR TAKE TURNS	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	9. PROVIDING FOR COMMUNICATION AMONG STAFF	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	10. GETTING PARENT COOPERATION IN SOLVING THEIR CHILDREN'S PRESCHOOL/ CENTER-RELATED PROBLEMS	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	11. ORIENTING NEW STAFF TO ALL ASPECTS OF THE PROGRAM AND THEIR JOB	☐	☐	☐	☐	☐

"I HAVE A PROBLEM . . ."

FREQUENTLY						BOTHERSOME				
ALWAYS		OCCASIONALLY		NEVER		EXTREMELY		SOMEWHAT		NOT AT ALL
5	4	3	2	1		5	4	3	2	1
☐	☐	☐	☐	☐	12. MAINTAINING RESPECTFUL AND FRIENDLY RELATIONS AMONG CHILDREN	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	13. KNOWING HOW TO HANDLE CHILDREN'S AGGRESSIVE BEHAVIOR	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	14. GETTING PARENTS TO DROP OFF OR PICK UP THEIR CHILDREN ON TIME	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	15. INSURING THAT OUR PROGRAM SAFELY ACCOMMODATES CHILDREN'S ALLERGIC CONDITIONS	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	16. DEALING WITH A CHILD WHO CRIES OR WHINES FREQUENTLY	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	17. PROMOTING EFFECTIVE MUTUAL COMMUNICATION BETWEEN HOME AND CENTER/ PRESCHOOL	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	18. PROVIDING A SAFE, ADEQUATELY SUPERVISED OUTDOOR PLAY SPACE	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	19. GETTING STAFF TO FOLLOW THROUGH ON ASSIGNED RESPONSIBILITIES	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	20. GETTING MY SUPERVISOR TO GIVE ME PROGRAM GUIDELINES OR JOB EXPECTATIONS	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	21. GETTING PARENTS TO KEEP THEIR CHILDREN HOME WHEN THEY ARE SICK	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	22. PROVIDING ADEQUATE SUPERVISION DURING NAPTIME	☐	☐	☐	☐	☐

"I HAVE A PROBLEM . . ."

FREQUENTLY						BOTHERSOME				
ALWAYS		OCCASIONALLY		NEVER		EXTREMELY		SOMEWHAT		NOT AT ALL
5	4	3	2	1		5	4	3	2	1
☐	☐	☐	☐	☐	23. GETTING CHILDREN TO CLEAN UP	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	24. SUPERVISING VOLUNTEERS OR STUDENT TEACHERS WHILE RESPONSIBLE FOR CHILDREN	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	25. MOTIVATING MYSELF TO BE INVOLVED IN OUTSIDE PROFESSIONAL ACTIVITIES	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	26. GETTING PARENTS TO LET ME KNOW IF THEIR CHILDREN WILL BE PRESENT AS SCHEDULED.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	27. KEEPING MY PERSONAL CONCERNS FROM INTERFERING WITH MY EFFECTIVENESS AS A TEACHER	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	28. DEALING WITH PARENTS WHO SAY THEIR CHILD IS TOILET TRAINED WHEN HE/SHE IS NOT	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	29. PROVIDING ADEQUATE STAFF TO MEET ALL PROGRAM NEEDS	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	30. KNOWING HOW TO HELP THE SPECIAL OR ATYPICAL CHILD	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	31. KEEPING STAFF SOCIALIZING FROM INTERFERING WITH THEIR WORK RESPONSIBILITIES	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	32. SPENDING PERSONAL TIME DOING NECESSARY CLASSROOM OR ADMINISTRATIVE TASKS	☐	☐	☐	☐	☐

"I HAVE A PROBLEM . . ."

FREQUENTLY						BOTHERSOME				
ALWAYS		OCCASIONALLY		NEVER		EXTREMELY		SOMEWHAT		NOT AT ALL
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	33. CONTENDING WITH INTERRUPTIONS WHILE I AM WORKING.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	34. WORKING IN PLACE OF STAFF WHO ARE ABSENT.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	35. MEETING REQUIRED STAFF-CHILD RATIOS AT ALL TIMES DURING THE DAY	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	36. UNDERSTANDING THE PUBLIC ATTITUDE THAT DAY CARE OR PRESCHOOLS ARE JUST BABYSITTING	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	37. GETTING CHILDREN TO LEARN AND FOLLOW ROOM RULES AND ROUTINES	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	38. MEETING PARENTS' EXPECTATIONS FOR THEIR CHILD'S ACADEMIC PROGRESS	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	39. FINDING TIME AWAY FROM CHILDREN FOR PLANNING AND PREPARATION	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	40. DEALING WITH CHILDREN'S SEXUAL BEHAVIOR	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	41. KEEPING RECORDS FOR DISPENSING MEDICATION AND RECORDING ACCIDENTS OR ILLNESSES	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	42. GETTING CHILDREN TO USE WORDS AND NOT HIT OTHERS WHEN THEY ARE ANGRY	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	43. GETTING PARENTS TO FOLLOW POLICIES ON ENROLLMENT OR FEE PAYMENTS	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

"I HAVE A PROBLEM . . ."

FREQUENTLY						BOTHERSOME				
ALWAYS		OCCASIONALLY		NEVER		EXTREMELY		SOMEWHAT		NOT AT ALL
5	4	3	2	1	44. GETTING PARENTS TO RESPECT MY PROFESSIONAL KNOWLEDGE, SKILLS OR JUDGMENT	5	4	3	2	1
5	4	3	2	1	45. KEEPING CHILDREN'S ATTENTION DURING GROUP TIME	5	4	3	2	1
5	4	3	2	1	46. PROVIDING EVALUATION AND FEEDBACK TO STAFF	5	4	3	2	1
5	4	3	2	1	47. FINDING APPROPRIATE TEACHING/LEARNING MATERIALS FOR PRESCHOOL AGE CHILDREN	5	4	3	2	1
5	4	3	2	1	48. GETTING PARENT COOPERATION WITH TOILET TRAINING	5	4	3	2	1
5	4	3	2	1	49. GETTING CHILDREN TO SLEEP OR REST QUIETLY WITHOUT DISTURBING OTHERS AT NAP TIME	5	4	3	2	1
5	4	3	2	1	50. WORKING WITH AN INEFFECTIVE SUPERVISOR	5	4	3	2	1
5	4	3	2	1	51. GETTING PARENTS TO PROVIDE APPROPRIATE CLOTHING FROM HOME	5	4	3	2	1
5	4	3	2	1	52. FINDING EFFECTIVE SUBSTITUTE STAFF	5	4	3	2	1
5	4	3	2	1	53. FEELING POSITIVE TOWARD A CHILD WHO FREQUENTLY MISBEHAVES	5	4	3	2	1
5	4	3	2	1	54. PROVIDING ADEQUATE SUPERVISION DURING DIAPERING OR TOILETING ROUTINES	5	4	3	2	1

"I HAVE A PROBLEM . . ."

FREQUENTLY						BOTHERSOME				
ALWAYS		OCCASIONALLY		NEVER		EXTREMELY		SOMEWHAT		NOT AT ALL
5	4	3	2	1		5	4	3	2	1
☐	☐	☐	☐	☐	55. GETTING MY SUPERVISOR TO RESPECT MY PROFESSIONAL JUDGMENT	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	56. KEEPING TRACK OF CHILDREN'S ARRIVAL AND DEPARTURE	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	57. KNOWING HOW TO RESPOND WHEN A CHILD IS INJURED OR BECOMES ILL	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	58. PROVIDING ADEQUATE INDOOR LARGE MUSCLE PLAY SPACE	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	59. BEING ABLE TO STAY HOME EVEN THOUGH I AM SICK	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	60. KEEPING ONE CHILD'S PROBLEM BEHAVIOR FROM AFFECTING OTHER CHILDREN	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	61. FINDING WORKSHOPS THAT ARE APPROPRIATE TO MY LEVEL OF SKILL AND KNOWLEDGE	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	62. MEETING AN INDIVIDUAL CHILD'S NEEDS WITHOUT NEGLECTING THE GROUP	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	63. TAKING CHILDREN ON FIELD TRIPS	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	64. GETTING CHILDREN WHO ARE ALREADY TOILET TRAINED NOT TO WET THEIR PANTS	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	65. HELPING PARENTS UNDERSTAND AND DEAL APPROPRIATELY WITH THEIR CHILD'S BEHAVIOR.	☐	☐	☐	☐	☐

"I HAVE A PROBLEM . . ."

FREQUENTLY						BOTHERSOME				
ALWAYS		OCCASIONALLY		NEVER		EXTREMELY		SOMEWHAT		NOT AT ALL
5	4	3	2	1	66. GETTING STAFF TO MODEL APPROPRIATE BEHAVIOR FOR CHILDREN	5	4	3	2	1
5	4	3	2	1	67. GETTING STAFF TO WORK IN COOPERATIVE FASHION	5	4	3	2	1
5	4	3	2	1	68. HELPING PARENTS OF SPECIAL OR ATYPICAL CHILDREN RECOGNIZE AND ADJUST TO THEIR CHILD'S NEEDS	5	4	3	2	1
5	4	3	2	1	69. GETTING PARENTS TO COOPERATE WITH OUR DISCIPLINE POLICY	5	4	3	2	1
5	4	3	2	1	70. PREVENTING INJURY TO CHILDREN IN THE CLASSROOM	5	4	3	2	1
5	4	3	2	1	71. GETTING PARENTS TO COME TO SCHEDULED EVENTS OR CONFERENCES	5	4	3	2	1
5	4	3	2	1	72. GETTING MY SUPERVISOR TO GIVE ME FEEDBACK ABOUT MY JOB PERFORMANCE	5	4	3	2	1
5	4	3	2	1	73. GETTING MY SUPERVISOR TO INCLUDE ME IN THE DECISION-MAKING PROCESS FOR MY CLASSROOM	5	4	3	2	1
5	4	3	2	1	74. KNOWING HOW TO COUNTERACT A CHILD'S NEGATIVE HOME ENVIRONMENT	5	4	3	2	1
5	4	3	2	1	75. MEETING THE NEEDS OF THE CHILDREN WHEN THE ROOM IS SHORT-STAFFED.	5	4	3	2	1
5	4	3	2	1	76. WORKING WITH EQUIPMENT OR FACILITIES WHICH ARE IN POOR CONDITION	5	4	3	2	1

"I HAVE A PROBLEM . . ."

FREQUENTLY						BOTHERSOME				
ALWAYS		OCCASIONALLY		NEVER		EXTREMELY		SOMEWHAT		NOT AT ALL
5	4	3	2	1		5	4	3	2	1
☐	☐	☐	☐	☐	77. GETTING ALL CHILDREN TO PARTICIPATE IN GROUP ACTIVITIES	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	78. FINDING AND KEEPING QUALIFIED STAFF	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	79. KNOWING IF PARENTS ARE ABUSING OR NEGLECTING THEIR CHILDREN	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	80. FINDING TIME TO ADEQUATELY SUPERVISE STAFF	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	81. FINDING TIME FOR CLEANING AND OTHER NON-TEACHING TASKS	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	82. MAINTAINING A POSITIVE, ORDERLY MEALTIME ATMOSPHERE	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	83. HELPING CHILDREN TO DEAL WITH THEIR FEARS AND FANTASIES	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	84. SHARING FACILITIES WITH OTHER ORGANIZATIONS	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	85. GETTING PARENTS TO ACCEPT THAT OUR PROGRAM IS A GOOD ONE	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	86. INVOLVING THE PASSIVE CHILD IN ACTIVITIES	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	87. GETTING STAFF TO BE AWARE OF POTENTIALLY UNSAFE SITUATIONS IN THE ROOM AND ON THE PLAYGROUND	☐	☐	☐	☐	☐

"I HAVE A PROBLEM . . . "

FREQUENTLY						BOTHERSOME				
ALWAYS		OCCASIONALLY		NEVER		EXTREMELY		SOMEWHAT		NOT AT ALL
5	4	3	2	1		5	4	3	2	1
☐	☐	☐	☐	☐	88. GETTING STAFF TO RECOGNIZE AND ACT ON CHILDREN'S NEEDS	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	89. HELPING CHILDREN BECOME LESS DEPENDENT ON ADULTS	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	90. GETTING STAFF TO BE ON TIME FOR THEIR SHIFTS	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	91. DEALING WITH UNFAIR CRITICISM FROM MY SUPERVISOR	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	92. GETTING CHILDREN TO LEAVE WHEN THEIR PARENTS ARRIVE	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	93. WORKING WITH EQUIPMENT OR FACILITIES WHICH WERE NOT DESIGNED FOR YOUNG CHILDREN	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	94. KNOWING IF PLANNED ACTIVITIES ARE APPROPRIATE FOR CHILDREN IN MY ROOM	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	95. MAKING TRANSITIONS BETWEEN ACTIVITIES GO SMOOTHLY	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	96. MEETING THE NEEDS OF ALL CHILDREN IN A MULTI-AGE GROUP	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	97. GIVING ADEQUATE ATTENTION TO THE SPECIAL OR ATYPICAL CHILD WITHOUT NEGLECTING OTHER CHILDREN	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	98. MEETING THE RELIGIOUS OR CULTURAL NEEDS OF CHILDREN IN MY ROOM	☐	☐	☐	☐	☐

"I HAVE A PROBLEM . . ."

FREQUENTLY						BOTHERSOME				
ALWAYS		OCCASIONALLY		NEVER		EXTREMELY		SOMEWHAT		NOT AT ALL
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	99. ENCOURAGING CHILDREN'S APPROPRIATE DRAMATIC PLAY	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	100. GETTING STAFF TO UNDERSTAND AND DEAL APPROPRIATELY WITH YOUNG CHILDREN'S BEHAVIOR	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	101. HELPING NEW CHILDREN TO ADJUST TO THE PROGRAM	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	102. DRESSING AND UNDRESSING CHILDREN FOR WINTER OUTDOOR PLAY	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

BACKGROUND INFORMATION

IN ORDER TO HELP US BETTER UNDERSTAND THE PROBLEMS YOU FACE, IT IS IMPORTANT THAT YOU ANSWER ALL OF THE QUESTIONS BELOW. THANK YOU.

1. AGE_____ 2. SEX_____ 3. I HAVE CHILDREN OF MY OWN: YES_____; NO_____.

4. IN THE SPACE BELOW, PLEASE GIVE THE HIGHEST LEVEL OF EDUCATION OR TRAINING YOU HAVE COMPLETED. (EXAMPLE: ASSOCIATE DEGREE IN CHILD CARE; B.S. IN EARLY CHILDHOOD; A 40 HOUR COURSE IN CHILD DEVELOPMENT; ETC.)_____
_____

5. RATE HOW WELL YOU FEEL THIS TRAINING OR EDUCATION PREPARED YOU FOR YOUR CURRENT JOB RESPONSIBILITIES.

4	3	2	1
EXCELLENT PREPARATION	ADEQUATE PREPARATION	BARELY ADEQUATE	TOTALLY INADEQUATE

6. HOW LONG HAVE YOU WORKED AT THIS CENTER/PRESCHOOL? _____ YEARS.

7. HOW LONG HAVE YOU WORKED IN PREKINDERGARTEN OR CHILD CARE JOBS ALTOGETHER?_____ YEARS.

8. PLEASE CHECK THE STATEMENT THAT BEST DESCRIBES YOUR PRESENT JOB:

_____ AN ADMINISTRATOR WITH NO REGULAR RESPONSIBILITIES FOR TEACHING CHILDREN.

_____ AN ADMINISTRATOR WITH SOME REGULAR RESPONSIBILITIES FOR TEACHING CHILDREN.

_____ A HEAD OR LEAD TEACHER IN CHARGE OF A ROOM OF CHILDREN AND SOME OTHER STAFF.

_____ AN ASSISTANT TEACHER OR AN AIDE WORKING WITH CHILDREN IN A ROOM WHERE THERE IS ANOTHER TEACHER WHO IS IN CHARGE.

9. How many hours per week are you employed at this preschool/center? _____

10. Are you working at another job besides this one? Yes_____ No_____

11. Age of children in your room_____. 12. Number of children in your room_____.

13. What is the approximate Staff:Child ratio in your room?_____

14. What is the approximate licensed capacity for your center/preschool?_____

15. Altogether, how many support and teaching staff are employed in your preschool/center?_____

16. This center/preschool is designed to be: _____ a NOT-for-profit facility.

_____ a FOR-profit facility.

17. Does your preschool/center receive any funding other than fees paid by parents? Yes_____ No_____

18. My center/preschool is _____ operated as a part of another agency/institution;

_____ operated independently.

19. Check all that apply: This preschool/center enrolls children:

_____Full day; _____Half day; _____Part-time; _____Drop-in.

20. In which state is your center/preschool located? _____

21. Check the statement that best describes the location of your preschool/center:

_____ Large metropolitan city

_____ Suburb

_____ Small town or rural area

THANK YOU FOR YOUR PARTICIPATION. PLEASE FOLD THIS INTO THIRDS, CREASE IT SHARPLY, AND MAIL IT IN THE ENVELOPE WE SUPPLIED.

Appendix D

Item Composition of Frequency Factors

Table 16
Factor 1 (Frequency) Subordinate Staff Relations

Item	Problem Statement	Factor Loading
88	Getting staff to recognize and act on children's needs	.699
100	Getting staff to understand and deal appropriately with young children's behavior	.696
19	Getting staff to follow through on assigned responsibilities	.684
66	Getting staff to model appropriate behavior for children	.682
11	Orienting new staff to all aspects of the program and their job	.619
87	Getting staff to be aware of potentially unsafe situations in the room and on the playground	.601
67	Getting staff to work in cooperative fashion	.580
80	Finding time to adequately supervise staff	.579
31	Keeping staff socializing from interfereing with their work responsibilities	.541
90	Getting staff to be on time for their shifts	.500
78	Finding and keeping qualified staff	.468
9*	Providing for communication among staff	.461
46	Providing evaluation and feedback to staff	.460
29*	Providing adequate staff to meet all program needs	.449
24	Supervising volunteers or student teachers while responsible for children	.432

Note. * Indicates problems which occurred with significant frequency, $p = <.01$.

Table 17
Factor 2 (Frequency) Parent Cooperation

Item	Problem Statement	Factor Loading
17	Promoting effective mutual communication between home and center/preschool	.601
10	Getting parent cooperation in solving their children's preschool/center-related problems	.531
65	Helping parents understand and deal appropriately with their child's behavior	.490
21*	Getting parents to keep their children at home when they are sick	.476
6	Getting parents to supply accurate, up-to-date information for our files	.475
14	Getting parents to pick up or drop off their children on time	.437
43	Getting parents to follow policies on enrollment or fee payments	.425
26	Getting parents to let me know if their children will be present as scheduled	.422

Note. * Indicates problems which occurred with significant frequency, $p = <.01$.

Table 18
Factor 3 (Frequency) Control and Nurturance of Children

Item	Problem Statement	Factor Loading
2	Getting children to do what I ask them to do	.591
13	Knowing how to handle children's aggressive behavior	.577
8*	Getting children to share or take turns	.561
37	Getting children to learn and follow room rules and routines	.556
3	Controlling the noise or energy level in the room	.490
23*	Getting children to clean up	.474
42*	Getting children to use words and not hit others when they are angry	.457
12	Maintaining respectful and friendly relations among children	.436
95	Making transitions between activities go smoothly	.435
45	Keeping children's attention during group time	.432
60*	Keeping one child's problem behavior from affecting other children	.408
4	Understanding the reason for children's problem behavior	.402

Note. * Indicates problems which occurred with significant frequency, $p = <.01$.

Table 19
Factor 4 (Frequency) Remediation

Item	Problem Statement	Factor Loading
97	Giving adequate attention to the special or atypical child without neglecting other children	.578
98	Meeting the religious or cultural needs of children in my room	.495
86	Involving the passive child in activities	.486
68	Helping parents of special or atypical children recognize and adjust to their child's needs	.465
96	Meeting the needs of all children in a multi-age group	.461
83	Helping children to deal with their fears and fantasies	.450
101	Helping new children adjust to the program	.426
89	Helping children become less dependent upon adults	.416
62*	Meeting an individual child's needs without neglecting the group	.403

Note. * Indicates problems which occurred with significant frequency, $p = <.01$.

Table 20
Factor 5 (Frequency) Management of Routines

28	Dealing with parents who say their child is toilet trained when he/she is not	.485
64	Getting children who are already toilet trained not to wet their pants	.482
49	Getting children to sleep or rest quietly without disturbing others at nap time	.481
51	Getting parents to provide appropriate clothing from home	.454
35	Meeting required staff-child ratios at all times during the day	.452
54	Providing adequate supervision during diapering or toileting routines	.452
82	Maintaining a positive, orderly mealtime atmosphere	.440
75	Meeting the needs of children when the room is short-staffed	.423
79	Knowing if parents are abusing or neglecting their children	.418
48	Getting parent cooperation with toilet training	.402

Note. * Indicates problems which occurred with significant frequency, $p = <.01$.

Table 21
Factor 6 (Frequency) Relations with Supervisor

Item	Problem Statement	Factor Loading
55	Getting my supervisor to respect my professional judgment	.777
50	Working with an ineffective supervisor	.755
91	Dealing with unfair criticism from my supervisor	.752
73	Getting the supervisor to include me in the decision making process for my room	.745
72*	Getting my supervisor to give me feedback about my job performance	.674
20	Getting my supervisor to give me program guidelines or job expectations	.672

Note. * Indicates problems which occurred with significant frequency, $p = <.01$.

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